DOCUMENT RESUME

ED 302 265 IR 052 602

AUTHOR	Smink, Nancy J.
TITLE	Library Literacy Project, 1987-88. Pottsville, Pennsylvania, Free Public Library.
INSTITUTION	Pottsville Free Public Library, Pa.
PUB DATE	87
GRANT	G008610911
NOTE	50p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Literacy; *Adult Reading Programs; Computer Assisted Instruction; Correctional Institutions; *Courseware; Evaluation Methods; Library Personnel; *Library Services; *Literacy Education; *Outreach Programs; Poverty; *Public Libraries; Public Relations; Tutoring; Volunteer Training
IDENTIFIERS	Library Services and Construction Act

ABSTRACT

This project was undertaken by a public library to assess and address the continuing literacy needs of the local county's population. Comparison of the results of pre- and post-grant surveys conducted to determine the level of the residents' awareness of the problems of illiteracy showed an increase from 60% to 81% in the number who knew about the local literacy council. Volunteer tutors were recruited via an organized advertising campaign consisting of newspaper ads, radio spots, public speaking engagements, and printed brochures. Six series of training workshops were conducted and 48 volunteers completed the training to become certified tutors. Students were also recruited through an advertising campaign, which included radio spots, posters, and postcards. Thirty-one new students were matched up with tutors and four existing students were matched with new tutors. The library also acquired a microcomputer and 30 software programs appropriate for teaching reading and reinforcing newly acquired reading skills. The five attachments that make up the major part of this report include the literacy promotion contract; statements of the results of the awareness surveys and a copy of the questionnaire; a summary of the speaking engagements/presentations carried out by the literacy coordinator; copies of the mailings; an outline of the literacy workshop for tutors; a summary of the contract advertising; letters of support; assurances; a 23-item annotated list of the literacy software purchased; and the final financial status and performance report. (CGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302265

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

LIBRARY LITERACY PROJECT

1987-88

Pottsville, PA. Free Public Library

Smink, Nancy J.

1987

IR052602

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy J. Smink

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LITERACY SOFTWARE

Pottsville Free Public Library

ANTONYMS/SYNONYMS
Hartley Courseware Inc

A tutorial combined with drill and practice in the identification and usage of "opposites and alikes." The 21 lessons provide individualized instruction for students who need practice identifying and using synonyms and antonyms.

BANK STREET WRITER
Broderbund Software

A menu-driven, easy-to-use , fully functioning word processing program. It features onscreen prompts and commands for just about every function it performs and has a tutorial for a quick and easy way to learn the program. Useful for both tutor and student.

CORE READING AND VOCABULARY DEVELOPMENT
Educational Activities

A very functional program designed especially for older students who are beginning readers. It begins on a pre-primer level and goes through level 3. Each level has four disks. There is a core lesson that previews words, provides guided reading and then gives some cloze practice. Students begin with 35 words and progress to over 200 through various activities.

CROSSWORD MAGIC
Mindscape Software

This disk rapidly makes crossword puzzles. Useful as both an instructional tool and as a tool to develop instructional materials.

FACTORY
Sunburst Communications

This program simulates a factory where the student is required to use eight machine operations to create a geometric shape. An excellent program for developing sequencing skills and visual reading.

HOMONYMS
Hartley Courseware Inc

The 21 lessons in this program begin with usable first-level words and progress to more difficult discriminations. Review lessons require the student to type the correct word rather than just select it.

HOW TO READ FOR EVERYDAY LIVING
Educational Activities

Survival and real life reading skills are the focus of this program. Students learn to read want ads, job ads, labels, forms, applications and other items that are critical to a person's day-to-day life. The program is interactive; correct answers are reinforced and incorrect ones are remediated.

MATH FOR EVERYDAY LIVING
Educational Activities

A progressive tutorial and practice program which teaches real-life math and business skills. Individualized to each student, the program automatically branches to a specific tutorial if a student is unable to do a problem. The tutorial shows students, step by step, how to correctly answer the problem.

MISSING LINKS
Microencyclopedia; Classics old and new
Sunburst Communications

In these fill-in-the-blanks games, a passage from many outstanding selection of writings is used to strengthen the inborn language sense we all use in reading and conversation.

NOUNS/PRONOUNS
Hartley Courseware Inc

The 15 lessons in this program cover such topics as identifying nouns, selecting the correct plural ending of regular and irregular nouns, selecting the appropriate possessive form for singular and plural possessives, selecting the noun which the pronoun represents.

P.F.W. WRITE with spelling checker
Software Publishing

A word processing program which provides a tutorial, instruction manual and onscreen help options.

POND: Strategies in problem-solving
Sunburst Communications

The objective of this package is to teach users how to do problem-solving activities through learning the importance of sequencing and patterns.

PRINT SHOP AND GRAPHICS, 1,2,3
Broderbund Software

A simple graphics tool which allows you to create numerous graphic designs for cards and signs, banners, letterhead, etc. Useful as both a tool for tutors and as an instuctional aide.

READ AND SOLVE MATH PROBLEMS # 1
Educational Activities

A progressive tutorial and practice program which teaches the important elements of word problems and the conversion of written problems to number problems. The programs are highly interactive, provide reinforcement of all concepts and wherever necessary, branch to reteach.

READ AND SOLVE MATH PROBLEMS # 2
Educational Activities

A continuation of the program described above. Progresses to instruction in the conversion of more complex written problems to number problems and addresses two-step problems.

ROOTS/AFFIXES
Hartley Courseware, Inc.

A basic drill and practice format which combines a tutorial with practice to teach what prefixes, roots, and suffixes are and how they are used.

SPEED READER II with Datadisks A and B
Davidson and Associates, Inc.

This contains two disks, a program disk and a data disk with 35 reading selections on it. Data disk A is elementary, B, intermediate. The program allows practice in pacing, pre-set speed reading, and self-paced reading. Comprehension quesitons follow the readings.

SPELL IT
Davidson and Associates, Inc.

This program reviews 1,000 of the most commonly misspelled words in the English language and the rules that go with them. A drill and practice/game format.

TEASERS BY TOBBS
Sunburst Communications

This is a great drill and practice game on math fundamentals. The method of play challenges players to fill in cells of addition or multiplication tables.

VERBS
Hartley Courseware

The 19 lessons in this program deal with frequently missed skills including identifying verbs, identifying past, present and future forms of regular and irregular verbs, contractions, and identifying and correctly using the subjunctive form of a verb.

WHERE IN THE U.S.A. IS CARMEN SANDIEGO
Broderbund Software

A game format which provides knowledge on American history and geography while teaching a student to read in a discriminating manner. A Fodor's USA guidebook is included to help you solve the crime.

WHERE IN THE WORLD IS CARMEN SANDIEGO
Broderbund Software

Same type of program as described above. Instead of using the Fodor's guide, this program uses the World Almanac in helping to solve the crime.
An award-winning program.

WORD ATTACK
Davidson and Associates, Inc.

This tutorial program includes an introduction to the vocabluary word, a synonym check, fill-in-the-blanks, and a spped matching game. The program comes with extensive word lists and provides the opportunity to make your own lists. Students can select a verb, noun, or adjective category to work on.

The software programs contained in this bibliography and an IBM computer are available for use by any student or tutor at the Pottsville Free Public Library. Call the Library at 622-8890 for more information.

POTTSVILLE · FREE · PUBLIC · LIBRARY
1911
THIRD AND MARKET STREETS : PENNSYLVANIA
717 - 622 - 8880

Final Financial Status and Performance Report

I. General Information

1. Pottsville Free Public Library
Third & West Market Streets
Pottsville, PA 17901-2905

2. Nancy J. Smink
(717) 622-8880

3. Grant Number: G008610911

4. Grant Amount: $23,216

Amount Expended: $23,216 LSCA Title VI
Amount Expended: 34.57 Local Funds

Total Amount Expended: $23,250.57

II. Narative Report

Objective

1. Increase awareness level of county residents to the problems of illiteracy.

Accomplishment

1. A pre-grant and post-grant survey was conducted to determine the awareness level of county residents regarding literacy. The pre-test showed 60% of respondents knew about the local literacy council; at the completion of the grant, responses to the same survey showed 81% of the respondents knew about the local literacy council. A 21% increase in the awareness level was experienced; the project proposal targeted a 10%

increase for this objective to be successfully achieved. The increased awareness achieved through this grant will have an ongoing effect on the literacy council's recruitment of volunteers and students.

Objective

2. Recruit and train volunteer tutors.

Accomplishment

2. An organized advertising campaign, consisting of newspaper ads, radio spots, public speaking engagements and printed brochures, was carried out to recruit tutors. Six series of training workshops were conducted during the grant period. The literacy council mailed out 100 packets of material to people who had requested information on literacy and tutoring. 48 completed the tutor training and became certified tutors.

Objective

3. Recruit students and match with tutors.

Accomplishment

3. An organized advertising campaign, consisting primarily of radio spots, posters and postcards, was conducted to recruit students. During the grant period 31 new students were matched up with tutors and 4 existing students were matched with new tutors.

Objective

4. Provide supplemental literacy materials for teaching reading and reinforcing newly acquired reading skills.

Accomplishment

4. Evaluation of this objective called for a turnover rate of 2.0 for the successful achievement of this objective. Because of a series of problems experienced, this objective was not achieved during the grant period. It will, however, be achieved in the year following the grant. Specifically, this objective outlined nine action steps and corresponding timetable to carry out the objective. The initial problem arose with the feasibility of the timetable. As proposed, bids for a computer were to be put out in November 1986; however, review of the literature to identify software was to be completed by December 1986. As the literature search began, it became evident that the literature search had to be completed before bid specifications could be drawn up, thus delaying that step. Further delays were experienced when the literature search yielded citations to documents which this Library did not own, thereby requiring that we obtain them through inter-library loan, again creating another delay. Upon receipt of the documents through ILL, we were able to identify the software distributors/producers and request catalogs which were needed to determine the hardware requirements. Until catalogs were received, this further delayed bidding the equipment. The next time problem occurred as information was gathered to draw up the bid specifications for the hardware. It became evident that insufficient funds had been budgeted to acquire the hardware and related furniture which had been identified as meeting our software needs. At this time a letter, dated 3/9/87, was sent to our grants officer which explained our problem and requested a change in our

budget to increase our furniture and equipment budget and reduce our materials budget by a corresponding amount. At this point I also placed a hold on ordering the software, since I wanted to be certain that we would, in fact, be able to purchase the hardware which would be required to run the software. After follow-up phone calls and resubmission of the 3/9/87 letter on 4/27/87, I received approval of my request on 6/2/87. This three month delay further pushed back the timetable to seek bids and order the equipment. Upon receipt of the approval, this activity was carried out and an order placed with IBM. At this point another delay was experienced when IBM stopped producing the personal computer model we had identified to meet our needs. The hardware was not received until October, at which time the software orders were released. A final delay was experienced when some of the ordered software would not run on the equipment, even though both IBM representative and software producer said it would. This problem was not resolved until the end of the grant when updated, revised versions of some of the software was received.

2. Other appropriate information.

Objective 1: Increase awareness level of county residents to the problems of illiteracy.

The Pottsville Library contracted with the Literacy Council for Schuylkill County, Inc. to carry out the activities outlined under this objective. (See Attachment 1) The Literacy Coordinator conducted the pre-grant and post-grant surveys (See Attachment 2) which were mentioned in the first part of the narrative. She also made presentations at 23 service clubs, organizations and agencies. Specific groups

are listed in attachment 3.

Also under this objective, the Literacy Coordinator prepared radio and newspaper copy designed to raise the awareness level. General awareness radio spots ran during two different months of the grant year and newspaper ads and stories ran four different months during this period. (See Attachment 6 and Attached samples). The Literacy Coordinator designed information brochures, bookmarks, posters, letterhead, business cards, postal cards and billboards to provide information and unity to increase the awareness level. Samples and the quantity ordered are found in Attachment 4. In addition to the attached samples 1,000 posters and two billboards, with a design format similar to the postal cards, were also prepared and distributed. Business cards, information brochures and book marks were handed out at all speaking engagements. Final approval of copy and placement of orders was controlled by, channeled through and paid by the Pottsville Library.

Objective 2: Recruit and train tutors.

The Pottsville Library contracted out to the Literacy Council to carry out this objective as well. Besides raising the general awareness level, many of the speaking engagements served as a forum for recruiting potential volunteer tutors. These are noted on Attachment 3 with a "2" designation. In addition, copy for radio spots and newspaper ads were developed specifically to recruit tutors. Radio spots ran three different months and newspaper ads were placed two different months during the period. (See Attachment 6 and Attached samples). In addition press releases on upcoming tutor training sessions were prepared. Information packets, the same as those distributed at speaking engagements, were mailed to all individuals who requested information. Brochures and bookmarks were distributed to the Task Force on Domestic Violence, Economic

Opportunity Cabinet, R.S.V.P., Salvation Army, area libraries, various physician and professional offices and Volunteers for Youth. Six tutor training workshop series were held during this period. Attachment 5 provides details of these training sessions.

Objective 3: Recruit students and match with tutors.

The Pottsville Library contracted with the Literacy Council to carry out this objective as well. Some of the speaking engagements listed on Attachment 3 were targeted primarily at recruiting students. These are noted on the attachment with "3" designation. In addition, radio copy and public service announcements were developed to air during two different months and were aimed at potential students. (See attachment 6). The billboards, posters and postal cards were also designed to recruit students. All new students recruited through the program had personal interviews with the Coordinator and were introduced to their tutors by her. Monthly, the Coordinator phoned tutors to check on progress and any problems.

Objective 4: Provide supplementary literacy materials for teaching reading and reinforcing newly acquired reading skills.

The Pottsville Library identified and purchased software geared to carry out this objective. Bibliographies such as Software Reviews for Adult Education by Merrimack Education Center, Chelmsford, Mass., An Adult Basic Educator's Directory of Software for Microcomputers, University of Southern Mississippi, Hattiesburg; Software Buyer's Guide, 3rd. ed., Region X Adult Education Software Consortium, Dalles Oregon; Handbook and annotated software bibliography: Microcomputers in ABE, Cincinnati Public Schools; Evaluation of Microcomputer Software for ABE/GED Basic

Skills Instruction, Luzerne Intermediate Unit; A Selected List of Adult Basic Reading and ESL Microcomputer Software, Queens Borough Public Library; and Technology for Literacy Center Software Bibliography, St. Paul, MN.

Using these bibliographies and with the resources available, the library added 30 software titles and backup disks with a total disk count of 110 disks. Examples of some of the software added include: Word Attack, Core Reading and Vocabulary Development, Read and Solve Math, and Missing Links.

Attachment 1

LITERACY PROMOTION CONTRACT

Made and executed on November 19,1986 between the Pottsville Free Public Library (hereinafter called the Library) and the Literacy Council for Schuylkill County, Inc. (hereinafter called the Council) under the Library Services and Construction Act Title VI grant provided to the Library by the U.S. Department of Education for the purpose of raising the awareness level of the general public to the problem of illiteracy, encouraging volunteer tutors, and recruiting students. The parties agree to the following:

1. The Council will meet the objectives one (1) through three (3) and carry out the action steps provided for in the Library's grant application. These objectives and action steps are as follows:

OBJECTIVE 1. Increase awareness level of county residents to the problems of illiteracy.

Nov. 1986. a. Plan a public relations program geared to raising the awareness level of the general public; identify the types of promotional materials/media to be used and the distribution methods to be employed.

Dec. 1986. b. Prior to the public awareness campaign, determine the public's awareness through a sample.

c. Develop and submit to the printer the promotional material to be produced (ie., posters, fliers, bumper stickers, etc.)

Jan. 1987. d. Prepare copy for public service announcements, press releases, and advertisements and submit to county radio stations and newspapers.

e. Distribute mass-produced promotional material to identified distributors.

Feb. - Oct. 1987 f. Provide copy to radio stations and newspapers, at the rate of at least one item per month during the grant period.

Aug. 1987. g. Plan a second public relations campaign, again geared to raising the awareness level of the general public toward the problems of illiteracy' identify the types of promotional material and media to be used.

Sept. 1987. h. Develop identified promotional materials to be used; have materials produced.

Oct. 1987. i. Distribute the mass-produced promotional materials.

Jan. - Oct. 1987. j. For all requests received for additional information regarding the literacy problem,

statistics will be kept and their source of information about the program will be identified.

OBJECTIVE 2. Recruit and train volunteer tutors.

Dec. 1986. a. Plan a public relations program, geared to potential tutors, identifying types of promotional materials/media to be used and identifying targeted audiences.

Jan. 1987. b. Develop and submit to printer materials for distribution to targeted audiences.

Feb. 1987. c. Prepary copy for public service announcements, press releases, and advertisements and submit to county radio stations and newspapers.

d. Contact service clubs and organizations to present programs at their meetings about volunteering for literacy tutoring.

e. Plan tutor training workshop; advertise for prospective tutors.

Mar. 1987. f. Hold tutor training workshop.

April 1987. g. Plan a second public relations program geared to potential tutors.

May 1987. h. Develop and submit to printer the promotional materials.

June 1987. i. Advertise for prospective tutors to enroll in tutor training workshop.

j. Plan second training workshop.

July 1987. k. Conduct training workshop.

l. Plan a recognition activity for volunteers.

Aug. 1987 m. Hold recognition activity for volunteers and publicize the event.

Sept. 1987. n. Repeat promotional public relations campaign.

o. Plan a third tutor training workshop.

Oct. 1987. p. Conduct training workshop.

OBJECTIVE 3. Recruit students and match with tutors.

Nov. 1986. a. Develop copy for public service announcements and advertisements to be placed on all county radio stations.

Dec. 1986 - Oct. 1987. b. Plan a release schedule to provide radio coverage over the 11 month period.

Dec. 1986. c. Contact the ABC network affiliates serving our geographic region to explore feasibility of having public service announcements about the local literacy program aired.

d. Develop informational literature (ie., brochures, fliers, etc.) geared to social service providers.

Jan. 1987. e. Distribute literature described above.

Feb. 1987. f. Plan and promote a workshop on the problems of illiteracy for social service agencies, educators, and the religious community.

Mar. 1987. g. Hold workshop for groups described above.

Nov. 1986-Oct. 1987 h. Set up individual appointments with social service providers (ie., Area Agency on Aging, Dept. of Welfare, County Human Service Department agencies) to explain the mission and services of the Literacy program in the county and encourage referral of potential students by these agencies.

Feb.- Oct. 1987. i. Maintain current files of all students and tutors and match, by geographic location and time availability, in a prompt manner.

j. Provide follow-up on all tutor-student matches established.

2. The Council agrees to submit monthly progress reports and monthly expenditure reports to the Library during the period of the contract.

3. The Library agrees to pay the Council $8,736 over the next twelve months for the Council's services to cover the services outlined above from November 1, 1986 through October 31, 1987.

4. The Council agrees to work closely with the Library in developing the promotional materials for the campaigns.

5. The Council agrees to submit all purchase orders through the Library for all promotional materials developed.

IN WITNESS WHEREOF, the parties have set their signatures.

LITERACY COUNCIL FOR SCHUYLKILL COUNTY, INC.

Jacqueline L. Shields
President (Date)

[signature] 12/4/86
Treasurer (Date)

Wendy Bridle 11/19/86
Literacy Coordinator (Date)

POTTSVILLE FREE PUBLIC LIBRARY

A. H. Watts
President (Date)

G. M. Gebhardt 11-25-86
Treasurer (Date)

Nancy J. Smink 11/21/86
Library Director (Date)

Attachment 2

The Literacy Council for
Schuylkill County, Inc.

118 E. NORWEGIAN STREET
POTTSVILLE, PA 17901
(717) 622-1995

RESULTS OF THE AWARENESS SURVEY

In November of 1987, the Literacy Council for Schuylkill County, Inc. conducted a survey to measure the effectiveness of advertising which was completed during the past ten months. One-hundred (100) people from various locations throughout Schuylkill County were questioned on their knowledge of the literacy program and its purpose. Individuals participating in the survey were from:

1) A Pottsville business.
2) Staff members of the United Cerebral Palsy Agency.
3) Clients for the Economic Opportunity Cabinet.
4) A Pottsville neighborhood.
5) A Girardville neighborhood.
6) A Schuylkill Haven neighborhood.
7) Penn State University Schuylkill Campus students.
8) Clients from the Volunteers for Youth Agency.
9) Pottsville Hospital Staff.
10) Tamaqua neighborhood.

Of the one-hundred (100) people surveyed, eighty-one individuals are aware of the existence of the program. Prior to the start of the advertising, sixty of one-hundred people questioned knew of the existence of the program, demonstrating that the advertising has been effective.

RESULTS OF AWARENESS SURVEY FOR LITERACY COUNCIL FOR SCHUYLKILL COUNTY

During the month of December, an awareness survey was conducted throughout Schuylkill County, to find out how many people were familiar with The Literacy Council For Schuylkill County, Inc. and the service provided by the agency. One hundred people were questioned with an even split of male and female interviewees. The average age was thirty eight. Responses came from all sectors of the county consisting of the general public, hospital employees, clients and staff of other human service agencies and customers from local businesses. The majority of people surveyed over the age of forty-five had given a positive response. Of those who had not heard of The Literacy Council, most were under-age thirty-five and many were low income clients of local human service agencies. These people need to be targeted in advertising.

AWARENESS SURVEY
FOR LITERACY COUNCIL FOR SCHUYLKILL COUNTY, INC.

1. Sex Male 50 Female 50

2. Age 38 (average)

3. Have you ever heard of the Literacy Council for Schuylkill County, Inc.?

   Yes 60 No 40

4. Are you aware of the services provided by the Literacy Council?

   Yes 51 No 49

5. If so, how did you hear?

   A. Radio 5
   B. Newspaper 31
   C. Public Presentation 7
   D. Referral (Other agencies or individuals) 17

* Some individuals had indicated more than one source of awareness information.

Attachment 3

The Literacy Council for Schuylkill County, Inc.

118 E. NORWEGIAN STREET
POTTSVILLE, PA 17901
(717) 622-1995

TO: Ms. Nancy Smink, Executive Director
Pottsville Free Public Library
FROM: Ms. Wendy Bridal, Literacy Coordinator
The Literacy Council for Schuylkill County, Inc.
DATE: December 1987

RE: Speaking engagement report

The following is a summary of the speaking engagements/ presentations carried out by the Literacy Coordinator during the contract period:

NOVEMBER 1986:	Schuylkill Business Institute
	Association of American University Women, Sch. Chapter (2)
	Schuylkill Volunteer Coordinators Association (2,3)
	Association of Schuylkill County Services (2,3)
DECEMBER 1986:	Ashland (PA) Rotary Club (2)
JANUARY 1987:	Valley View (PA)Rotary Club (2)
	Ashland (PA) Kiwanis Club (2)
	St. Clair (PA) Kiwanis Club (2)
	Business and Professional Women's Club of Sch. Haven and Orwigsburg (2)
	Appearance on radio station WMBT "Open Mike" program (2,3)
FEBRUARY 1987:	Pottsville (PA) Kiwanis Club (2)
	North Schuylkill Parent-Teacher's Organization (2,3)
	Pottsville (PA) Lions Club (2)
	Appearance on radio station WPAM "Sheriff's Corner" (2)
MARCH 1987:	Parent Council of St. Ambrose Elementary School (2,3)
	Sch. Haven (PA) Lion's Club (2)
	Salvation Army (3)
	Emergency Food Distribution Network of Sch. County (3)
MAY 1987:	Minersville (PA) Area Lion's Club (2,3)
	Schuylkill County Probation Department (3)
JUNE 1987:	Staff meeting og Genesis, a family service and counseling agency in Tamaqua, PA (3)
JULY 1987:	Department of Public Welfare (3)
SEPTEMBER 1987:	Schuylkill County Child Development Teachers in-service (3)
	Tamaqua (PA) Rotary Club (2)

All speaking engagements addressed Objective 1 of the contract; in addition, presentations which also targeted Obejective 2 or 3 are noted in parentheses.

Attachment 4

Business Envelope

The Literacy Council for Schuylkill County, Inc.

118 E. NORWEGIAN STREET
POTTSVILLE, PA 17901

ATTACHMENT 4

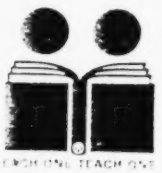
1,000 copies

The Literacy Council for Schuylkill County, Inc.

EACH ONE TEACH ONE

118 E. NORWEGIAN STREET
POTTSVILLE, PA 17901
(717) 622-1995

2,000 copies



HELP ABOLISH
ILLITERACY

BECOME A
LITERACY
VOLUNTEER

Join with

SCHUYLKILL COUNTY
LITERACY COUNCIL

Tutor an Adult
in
"Basic English"
or
"English to Speakers
of Other Languages"
(E S O L)

622-1995

(717) 622-1995

1,500 copies

The Literacy Council for Schuylkill County, Inc.

118 E. NORWEGIAN STREET
POTTSVILLE, PA 17901

WENDY BRIDAL
Literacy Coordinator

15,000 copies

LEARN TO READ

BE A FRIEND. PASS THE WORD

THE LITERACY COUNCIL FOR SCHUYLKILL COUNTY INC.

622-1995

22

I'd like to learn more about the services of the Literacy Council for Schuylkill County, Inc.

Please contact me:

NAME _____

ADDRESS _____

CITY _____

STATE ZIP _____

PHONE _____

Best time to call:

_____ ☐ A.M. _____ ☐ P.M.

STAMP HERE

The Literacy Council
for Schuylkill County, Inc.
118 E. Norwegian Street
Pottsville PA 17901

23

THE LITERACY COUNCIL FOR SCHUYLKILL COUNTY, INC. . .

is a non-profit organization which offers free, confidential tutoring to any adult Schuylkill County resident who requests help learning to read or English to speakers of other languages.

YOU CAN HELP . . .

by volunteering to teach an adult how to read. The time commitment involved in volunteering in the literacy program can be as little as an hour or two a week.

A LOVE OF READING . . .

and a high school diploma are the only requirements an individual needs to become a volunteer tutor.

VOLUNTEER TUTOR TRAINING . . .

Consists of a workshop of four sessions, three hours each, for a total of twelve hours of instruction. The workshop covers the series of four books used in the Laubach Method and the problems of adult non-readers.

THE LAUBACH WAY TO READING . . .

is the method the Literacy Council uses to teach adults. This system is based on one-on-one teaching and is designed to suit the individual needs of an adult learner.

JOB APPLICATIONS, NEWSPAPERS, SIGNS AND STUDYING FOR A DRIVERS LICENSE . . .

are a few of the survival skill materials used to teach adults.

WHY TUTORING MATTERS . . .

Adult illiteracy costs the United States about 225 billion dollars annually in welfare, prison costs and social ills. Helping an under educated adult learn to read helps cut down on taxes and helps the nation as a whole.

READING . . . A Gift To Share.

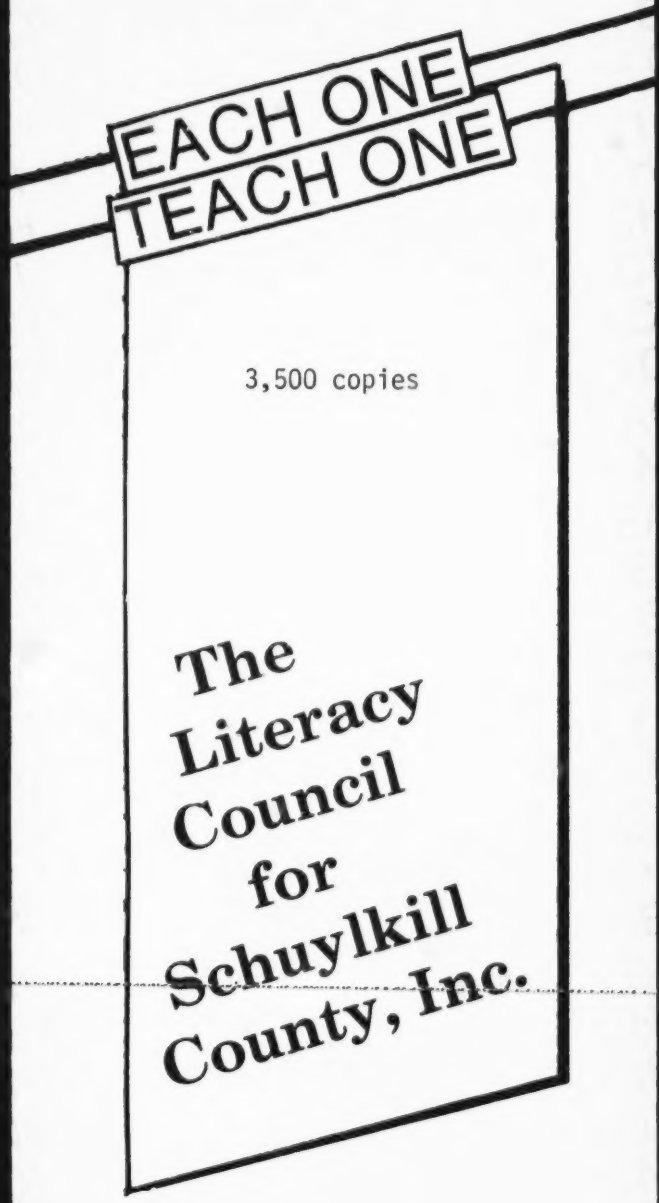
3,000 copies

READING . . .

A Gift To Share.

The Literacy Council
for
Schuylkill County, Inc.

READING . . .


EACH ONE
TEACH ONE
3,500 copies
The
Literacy
Council
for
Schuylkill
County, Inc.

WHAT IS THE SCHUYLKILL COUNTY LITERACY COUNCIL

This human service program provides free one-on-one volunteer tutoring service for any individual who possesses the desire to learn to read and write OR to people who need to learn English as a second language.

HOW WIDESPREAD IS THE PROBLEM?

In 1986, Pennsylvania ranked third in the nation for illiteracy. One (1) out of every five (5) people cannot read.

"WHAT IF SOMEONE FINDS OUT I CAN'T READ?"

This service is *confidential*. The only two people the student need ever deal with are the Coordinator, to help find the student a suitable tutor, and the tutor for instruction.

"HOW DOES SOMEONE TEACH AN ADULT TO READ?"

Teaching an adult to read is different than teaching a child. Adults do not possess the same view of the world that a child does. Adults don't have "rose colored glasses" and know how hard life can be. The method the Literacy Council uses is a "one-on-one" reading method developed by Dr. Frank C. Laubach and is used worldwide.

YOU CAN HELP

by contacting:

WENDY BRIDAL
Literacy Coordinator

Literacy Council for
Schuylkill County, Inc.

Economic Opportunity Cabinet
118 East Norwegian Street
Pottsville, PA 17901

(717) 622-1995

Complete and Mail In:

_____ I am interested in becoming a tutor.

_____ I know someone interested in learning to read and write.

_____ I would like to hear more about your program.

_____ I know of a group or club interested in a guest speaker from the Literacy Council.

NAME _____

ADDRESS _____

CITY _____ ZIP _____

PHONE _____

Economic Opportunity Cabinet of Schuylkill County

118 East Norwegian Street
Pottsville, PA 17901
(717) 622-1995

Attachment 5

LLA Literacy Workshop for Tutors

SESSION 1

Registration
Workshop Objectives and Problem of Illiteracy
Introduction to the Laubach Way to Reading
Ameruss Demonstration
Overview of Skill Book 1 and Lesson 1
Small Group Practice of Chart 1 and Story 1
Break and Browsing
Printing
Skill Book 1, Lesson 2
Skill Book 1, Lesson 3
Skill Book 1, Lesson 4
Homework: Practice Printing; Read pp. 6-13 of TM 1
Practice tutoring of first lesson or two

SESSION 2

Introduction of Trainees
Sensitivity to New Readers and Questions to date
Skill Book 1, Lesson 5
Skill Book 1, Lesson 6
Balance of Skill Book 1
Reinforcements and Review of Skill Book 1
Break and Browsing
Alternate Method of Teaching Skill Book 1, Lessons 1 - 5
Overview of Skill Book 2 and Lesson 1
Homework: Become acquainted with pages in folder

SESSION 3

Skill Book 2, Lesson 2
Balance of Skill Book 2
Review and Reinforcements for Skill Book 2
Speech Sounds
Speech Patterns
Break and Browsing
Ladder of Literacy
Overview of Skill Book 3, Lessons 1 and 2
Writing for New Readers
Homework: Write a story based on Skill Book 1
Do Skill Book 3 Open Book Analysis Questions

SESSION 4

Writing for New Readers
Balance of Skill Book 3
Language Experience Story
Introduction to Skill Book 4
Duet Reading
Reading for Information
Encouragement and Assistance
Break and Browsing
Workshop Review and Discussion
Laubach Literacy International and Laubach Literacy Action
Preparation for the New Tutoring Venture
Evaluation of Workshop by Trainees
Closing Remarks

The Literacy Council for Schuylkill County, Inc.

118 E. NORWEGIAN STREET
POTTSVILLE, PA 17901
(717) 622-1995

ATTACHMENT 6

TO: Ms. Nancy Smink, Executive Director

FROM: Ms. Wendy Bridal, Literacy Coordinator
The Literacy Council for Schuylkill County, Inc.

DATE: December 1987

RE: Contract Advertising Summary

Month	Medium	Format	Target: Objective...
November 1986	newspaper	Press release	2: Tutors
January 1987	radio	Paid ads & psa's	1: General awareness
February 1987	newspaper	Paid ads	2: Tutors
	radio	psa's	2: Tutors
March 1987	radio	Paid ads & psa's	3: Students
April 1987	newspaper	Paid ads	1: General awareness
	radio	Paid ads	1: General awareness
May 1987	radio	Paid ads & psa's	2: Tutors
	newspaper	Press release	2: Tutors
June 1987	radio	Paid ads & psa's	2: Tutors
	newspaper	Press release	2: Tutors
July 1987	newspaper	Paid ads	1: General awareness
August 1987	newspaper	Paid ads	2: Tutors
September 1987	newspaper	Feature story	1 & 2: General/Tutors
	newspaper	Press release	2: Tutors
	radio	Paid ads & psa's	3: Students
October 1987	radio	Paid ads	1: General awareness
	newspaper	Paid ads	1: General awareness

"Until I became a volunteer tutor, I could never see how I could help other people...

KAREN NEILD

...Now I can!"

Illiteracy is everywhere — and it's everyone's problem. Pennsylvania's high adult illiteracy rate is directly linked to higher unemployment, more welfare, low productivity, substandard diets, poor health, a high crime rate, and overcrowded prisons.

Call today to learn how you can help. As a volunteer tutor, you'll help to lower the cost of education and raise the skills — and life — of an undereducated adult. Become a volunteer tutor. Because adult basic education helps us all.

For More Information Call:

The Illiteracy Council
For Schuylkill County, Inc.
622-1995

Now I Can!
A Special Public Awareness Project of the Pennsylvania Department of Education

It's YOUR program

OPEN MIKE

Daily Monday thru Friday
12:15 p.m. to 1:00 p.m.

Call us with your comments . . .
ask questions of our guests

Friday, January 16

LITERACY COUNCIL

Nancy Love interviews Wendy Bridal, coordinator of the Schuylkill County Literacy Council. Illiteracy is a major problem across the nation and in our area. Hear how help is available, and how you can help.

Radio 1530
Shenandoah

☆

Phone 462-2759

The station on the grow!

READ.

Avoid Extinction.

Get involved! Be a friend to someone who cannot read.
Support your local literacy program. To help, contact:
The Literacy Council for Schuylkill County, Inc., 622-1995.

Welcome to the land of John O'Hara, anthracite coal and 30,000 illiterates.

One in five Schuylkill Countians cannot read.

The problem is real and it affects all of us.

To help or to get help, call:

The Literacy Council For Schuylkill County, Inc.

622-1995

EACH ONE TEACH ONE

PART IV PROGRAM NARRATIVE

(a) Plan of operation.

The problem of illiteracy is not a minor one which affects only a small segment of the population or which is limited to an isolated geographic area of the country. It is a very serious, far-reaching problem facing society today, and the impact of the problem is not limited to the segment of the population who are illiterate. There is a direct relationship between the inability to read and the level of poverty, unemployment and crime which impacts on everyone.

In 1979, a statewide Adult Performance Level Survey, commissioned by the Pennsylvania Department of Education and carried out by researchers at the University of Texas in Austin, found that 30% or roughly 2.6 million Pennsylvania residents who are 16 years or older are functionally illiterate-- are unable to perform tasks critical to survival in today's society. Today's functionally illiterate are unable to read street signs, paycheck deductions, instructions, labels, applications, and therefore are unable to hold a job that requires any reading competency. Too often, they simply drop out of society in shame and frustration.

The problem of illiteracy has not escaped Schuylkill County. The Economic Opportunity Cabinet of Schuylkill County, in its work with residents, confirmed that the problem of illiteracy exists in Schuylkill County. Before they could teach their clients coping skills or enroll them in adult basic education courses to prepare for the General Equivalency Diploma test, they found that they had to first teach them to read.

Application of the statewide figure of 30% found in the Adult Performance Level Survey would translate into approximately 39,000 county residents being functionally illiterate. If one were to use the national percentage of 20%, that would translate into 26,000 county residents being functionally illiterate.

Which percentage and which corresponding number of illiterates one cites is not important -- either clearly points out a severe problem, with forecasts that it will become even more pervasive as society becomes more complex. What is important is that steps be taken to address this problem.

This has begun. In 1983 a group of concerned citizens formed a Literacy Council, and in 1986, the Council was incorporated. Composition of the Literacy Council Board includes representation from the educational community, the library community, the prison society, and the social services and employment community. In its three years of operation, progress has been made. Presently there are 60 trained tutors, 50 students matched with the tutors and receiving instruction, basic collections of reading materials, specifically geared to the adult new reader, which are avialable in all public libraries throughout the county, several public libraries serving as tutoring sites, one public library providing space one day per week for the literacy coordinator to meet with potential students and tutors, and a certified tutor-trainer available locally. In spite of the progress already made, however, there is still much work which needs to be done in order to adequately address the literacy needs of the county.

The project which the Pottsville Free Public Library proposes is an extension of the existing program outlined above and has as its broad goal the improvement of the quality of life for a large segment of the county population. The specific goal is to reduce the number of Schuylkill County residents who, because of their inability to read, cannot function in today's society by providing them with the necessary reading skills.

In order to meet this goal, the Pottsville Free Public Library, after conversation with the Pennsylvania State Library Division of Library Development, has developed a three-part project which is not in conflict with the Library Services and Construction Act State-Administered Program Literacy Provisions and which addresses the continuing literacy needs of our county.

Four specific objectives have been identified for our Library's proposal which must be met if we are to be successful in achieving our stated goal; namely, by providing the necessary reading skills, we will reduce the number of Schuylkill County residents who, because of their inability to read, cannot function in today's society. These objectives are as follows:

(1) Increase awareness level of county residents to the problems of illiteracy.

(2) Recruit and train volunteer tutors.

(3) Recruit students and match with tutors.

(4) Provide supplemental literacy materials for teaching reading and reinforcing newly acquired reading skills.

The specific steps and the time required to carry out the steps for each of the objectives is as follows:

OBJECTIVE 1. Increase awareness level of county residents to the problems of illiteracy.

Oct. 1986 a. Plan a public relations program geared to raising the awareness level of the general public; identify the types of promotional materials/media to be used and the distribution methods to be employed.

Nov. 1986 b. Prior to the public awareness campaign, determine the public's awareness level through a sample.

c. Develop and submit to the printer the promotional material to be produced (ie., posters, fliers, bumper stickers, etc.).

Dec. 1986 d. Prepare copy for public service announcements, press releases, and advertisements and submit to county radio stations and newspapers.

e. Distribute mass-produced promotional material to identified distributors.

Jan 1987- Sept. 1987 f. Provide copy to radio stations and newspapers, at the rate of at least one item per month during the grant period.

July 1987 g. Plan a second public relations campaign, again geared to raising the awareness level of the general public toward the problems of illiteracy; identify the types of promotional material and media to be used.

Aug. 1987 h. Develop identified promotional materials to be used; have materials produced.

Sept. 1987 i. Distribute the mass-produced promotional materials.

Dec. 1986- Sept. 1987 j. For all requests received for additional information regarding the literacy problem, statistics will be kept and their source of information about the program will be identified.

The Pottsville Free Public Library will be subcontracting with the Literacy Council for Schuylkill County, Inc. to carry out the steps outlined above. Funds from this grant will be used to expand the present literacy coordinator's parttime position to a filltime position. Working with the Executive Board, the Literacy Council, and the staff of the Pottsville Free Public Library, the literacy coordinator will be responsible for carrying out the steps. Utilizing the existing network and cooperation which exists among all public libraries in the county, the Pottsville Free Public Library will assist in the distribution of the promotional materials developed through the project. In addition, public libraries throughout the county will serve as information access and referral points for questions regarding literacy.

OBJECTIVE 2. Recruit and train volunteer tutors.

Nov. 1986 a. Plan a public relations program, geared to potential tutors, identifying types of promotional materials/media to be used and identifying targeted audiences.

Dec. 1986 b. Develop and submit to printer materials for distribution to targeted audiences.

Jan. 1987 c. Prepare copy for public service announcements, press releases, and advertisements and submit to county radio stations and newspapers.

d. Contact service clubs and organizations to present programs at their meetings about volunteering for literacy tutoring.

e. Plan tutor training workshop; advertise for prospective tutors.

Feb. 1987 f. Hold tutor training workshop.

Mar. 1987 g. Plan a second public relations program geared to potential tutors.

April 1987 h. Develop and submit to printer the promotional materials.

May 1987 i. Advertise for prospective tutors to enroll in tutor training workshop.

j. Plan second training workshop.

June 1987 k. Conduct training workshop.

l. Plan a recognition activity for volunteers.

July 1987 m. Hold recognition activity for volunteers and publicize the event.

Aug. 1987 n. Repeat promotional public relations campaign.

Sept. 1987 o. Plan a third tutor training workshop.

Oct. 1987 p. Conduct training workshop.

Through its subcontract with the Literacy Council for Schuylkill County, Inc., the Pottsville Free Public Library will have the steps outlined above performed by the literacy coordinator. Local public libraries throughout the county will help in promoting the publicity materials which are created by this project. Reading materials for adult new readers, which are already in place at all local public libraries in the county and at the county jail,

will be promoted in the tutor-training workshops. The availability of libraries as tutoring sites will also be promoted in the tutor training workshops.

OBJECTIVE 3. Recruit students and match with tutors.

Oct. 1987 a. Develop copy for public service announcements and advertisements to be placed on all county radio stations.

Nov. 1986-Sept. 1987 b. Plan a release schedule to provide radio coverage over the 11 month grant period.

Nov. 1986 c. Contact the ABC network affiliates serving our geographic region to explore feasibility of having public service announcements about the local literacy program aired.

d. Develop informational literature (ie., brochures, fliers, etc.) geared to social service providers.

Dec. 1986 e. Distribute literature described above.

Jan. 1987 f. Plan and promote a workshop on the problems of illiteracy for social service agencies, educators, and the religious community.

Feb. 1987 g. Hold workshop for groups described above.

Oct. 1986-Sept. 1987 h. Set up individual appointments with social service providers (ie. Area Agency on Aging, Dept. of Welfare, County Human Service department agencies) to explain the mission and services of the Literacy program in the county and encourage referral of potential students by these agencies.

Jan. 1987-Sept. 1987 i. Maintain current files of all students and tutors and match, by geographic location and time availability, in in a prompt manner.

Jan, 1987-Sept. 1987 j. Provide follow-up on all tutor-student matches established.

The Literacy Council for Schuylkill County, Inc., as a result of its contract with the Pottsville Free Public Library, will provide the activities outlined in this objective.

OBJECTIVE 4. Provide supplemental literacy materials for teaching reading and reinforcing newly acquired reading skills.

Oct. 1866-Dec. 1986 a. Review literature to identify the computer software packages which are useful in teaching the basics of reading for adults and reinforcing the newly acquired reading skills.

Nov. 1986 b. Review equipment requirements needed to run the software, develop specifications and advertise for bids.

Dec. 1986 c. Review bids,award and place order for necessary computer equipment, operational software, and workstation.

Jan. 1987 d. Place first group of orders for literacy software.

e. Train library staff in the use of hardware and software in order to provide one-to-one instruction for tutors and students.

Jan.1986-Mar. 1987 f. Review literature for recent releases of literacy software.

April 1987 g. Place second order for literacy software.

May 1987 h. Prepare an annotated bibliography of the software acquired; distribute to tutors.

June,Sept. 1987 i. Publicize availability of material through press releases, bibliography and newsletter to tutors.

The Pottsville Free Public Library will be responsible for carrying out the steps outlined in this objective. As part of its subcontract with the Literacy Council for Schuylkill County, Inc., the Library's resources will be incorporated into the tutor training workshops scheduled for June and November 1987, thereby informing newly trained tutors of the resources available.

The Pottsville Free Public Library will serve as the project manager and will administer the project. Part of the proposed subcontract with the Literacy Council for Schuylkill County, Inc. will require that monthly progress reports and monthly expenditure reports be submitted to the the Library for their part in this project. Through review of the monthly reports and by working closely with the subcontractor, the Library will be assured of meeting the project's objectives within the established budget.

Both the Pottsville Free Public Library and the proposed subcontractor, the Literacy Council for Schuylkill County, Inc., presently offer their respective programs freely to any resident of Schuylkill County, without regard for race, sex,age, or infirmity, and this practice will continue for this project. This will be further reinforced by presenting programs to service clubs and organizations (some of which are women's organizations), by working with the local R.S.V.P. (Retired Senior Volunteer Program) coordinator, and by meeting with the social service providers.

(b) Quality of key personnel

For this project the key personnel will be the director of the Pottsville Free Public Library and the literacy coordinator for the Literacy Council for Schuylkill County, Inc. The library director will serve as the project director and will commit 10% of her time to the project. Her responsibilities will include the overall supervision of the project, imput into the public relations campaigns, and selection of supplemental literacy materials and equipment for teaching reading.

The qualifications of the library director are as follows: she holds a bachelors of arts degree in English literature and a master of library science degree and has been working as a public librarian for 15 years. Her public library experience includes reference and adult services for the general public (5 years); consultant to sixteen local public librarians and their trustees within the Pottsville Library District (4years); director of the Pottsville Free Public Library and District Center (6years). She became involved with the problems of illiteracy six years ago when she attended a literacy workshop and is a founding member of the Literacy Council for Schuylkill County, Inc. She is a certified tutor in the Laubach Literacy method and is a member of the American Library Association, Pennsylvania Library Association and Laubach Literacy Action. In her position as district consultant and director, she has raised the awareness level of librarians and trustees throughout the district to the problems of illiteracy and has encouraged local library boards to take an active role in providing space in their facilities for students and tutors to meet for instruction. She has had experience in administering LSCA Title I grants over the past six years.

The other key personnel for this project will be the literacy coordinator

for the Literacy Council for Schuylkill County, Inc. She will commit 50% of her time to the project, and her responsibilities will include planning, developing, and coordinating the public relations campaigns, public speaking engagements and appointments with social service providers; recruit,coordinate and match tutors and students; prepare and submit monthly to the project director monthly written status reports for her component of the project and serve as liaison with the cooperating agencies and organizations.

Her qualifications are as follows: she holds an associate degree in business and merchandising and has eight years work experience in retail sales. Courses she has taken include several in public speaking and speech communication, advertising, and color, line, and design. Her work experience includes responsibility for expanding a new business where she was responsible for the site management, purchasing stock, and advertising and promotion. Throughout her work experience, she has had to communicate effectively with the public. Her work experience has also included making contacts with the media and preparing releases and copy for their use. She is also a certified tutor for literacy tutoring.

The Pottsville Free Public Library is an Equal Employment Opportunity employer and places job openings in the local media and professional media where applicable.

(c) Budget and cost effectiveness

The attached budget reflects the personnel, material, equipment and supply costs necessary to carry out the objectives of the project. No costs have been included for use of the library facilities, office space for the literacy coordinator, processing supplies for library materials, nor basic office supplies.

(e) Evaluation plan

The evaluation of this project has been designed to measure how well the specific objectives of the project are met. The specific methods of evaluation are outlined below.

OBJECTIVE 1. Increase awareness level of county residents to the problems of illiteracy.

The number of requests for information regarding illiteracy and the literacy program will be recorded and requesters will be asked what encouraged them to seek information. The project will be considered successful if a 10% increase is experienced by the end of the project year as compared to results obtained from the sample prior to the start of public relations campaigns.

OBJECTIVE 2. Recruit and train volunteer tutors.

Based on the number of volunteers prior to the start of the project, an increase of 25% in the number of volunteers trained to be literacy tutors will be considered as meeting this objective successfully. In addition, for future recruitment, callers indicating an interest in becoming tutors will be queried as to where they learned about the program.

OBJECTIVE 3. Recruit students and match with tutors.

Based on the existing number of students being served by the Literacy Council, and increase of 20% in the number of students who begin receiving instruction during the project year will be considered a successful achievement of this objective.

OBJECTIVE 4. In-house use at the Pottsville Free Public Library of the micro computer and appropriate software for teaching reading will be monitored. A turnover rate of at least 2.0 for this collection will be seen as successfully meeting this objective.

(e) Adequacy of resources

The resources to be used in this project can be broken into three general components: (1) Personnel; (2) public relations materials; (3) materials and equipment needed to use the materials.

The existing facilities of the Pottsville Free Public Library and the office of the Literacy Council for Schuylkill County, Inc. are adequate for carrying out the proposed project. Because no additional facilities are required to achieve our objectives, no grant money has been budgeted for this purpose.

Approximately 55% of the budget will be used for human services, 20% for public relations supplies and 25% for literacy materials and related equipment.

(f) Cooperation and coordination

Having been involved with the literacy movement in the county since its inception, the applicant is completely aware of the extent of literacy services presently being provided in this county and has tied into the Literacy Council in the past in coordinating services to achieve our common goal of reducing illiteracy. Because of the applicant's involvement with the establishment of the Literacy Council, the applicant is aware of literacy potential within the adult basic education community of the county. The Intermediate Unit in our county provides adult basic education for preparation for the General Equivalency Diploma test but does not provide courses for adults to learn how to read. The Executive Director of the Intermediate Unit serves on the Literacy Council for Schuylkill County, Inc. and there is a close wroking relationship established. Also through adult basic education, tutoring for the G.E.D. is provided to residents in the local jail and a representative of the Prison Society sits on the Literacy Council. The applicant which provides supplemental printed reading materials for adult new readers, tutoring space, and encourages cooperation among all public libraries in the county, also serves on the Literacy Council.

The attached exhibits further illustrate the level of cooperation and coordination which exists among participating organizations.

EXHIBIT 1

SCHUYLKILL COUNTY PRISON SOCIETY, INC.

252 Dock Street

Schuylkill Haven, PA 17972

June 14, 1986

Ms. Nancy Smink
Pottsville Free Public Library
Third and Market Streets
Pottsville, PA 19701

Dear Ms. Smink,

The Schuylkill County Prison Society supports you in your application for LSCA funds under Title 6 to expand the literacy program in this area.

Our Society has entered into a cooperative endeavor with The Literacy Council for Schuylkill County whereby we have become responsible for setting up a literacy program in the local county prison. As you know, your institution helps to maintain the library in the prison as a part of the rehabilitative effort with the inmates. As our three organizations increase their efforts, such funding will enable us to help more illiterates wherever we find them.

Sincerely yours,

Israel A. S. Yost

ISRAEL A. S. YOST
President

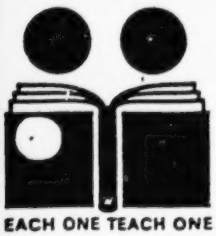
"We take on a burden when we put a man behind walls, and that burden is to give him a chance to change. If we deny him that, we deny his status as a human being, and to deny that is to diminish our own humanity and plant the seeds of future anguish for ourselves."

 CHIEF JUSTICE WARREN BERGER

DR. JOHN BARTRAM, PRESIDENT

WENDY BRIDAL, COORDINATOR

EXHIBIT 2



LITERACY COUNCIL for
SCHUYLKILL COUNTY, INC.

Phone: 622-1995 - E.O.C.
Home: 875-2958
Frackville Library - 875-3382

118 EAST NORWEGIAN STREET
POTTSVILLE, PA 17901

June 16, 1986

Nancy Smink
Pottsville Free Public Library
Third and Market Streets
Pottsville, Pennsylvania 17901

Dear Ms Smink:

I am pleased to assure you that the Advisory Board of the Literacy Council of Schuylkill County supports enthusiastically the application of the Pottsville Free Public Library for L S C A funds under Title Six for expansion of services to promote literacy in this area.

We are associated with Laubach Literacy International in their "each one-teach one" activities and work with the local schools and others in providing literacy programs in Schuylkill County. There is growing interest here by several community agencies in working together to decrease the problems associated with functional illiteracy.

Assistance through use of L S C A funds at this time would significantly enhance and expand existing services.

Sincerely,

John B. Bartram, President
Literacy Council for Schuylkill Co.

Exhibit 3

Schuylkill Intermediate Unit No. 29

ROBERT M. ALSPACH, Ed. D., Executive Director
RALPH W. MORGAN, Ed. D., Assistant Executive Director
BOX 130, MARLIN, PA 17951-0130
Telephone 717-544-9131

JAMES S. FOGARTY, Ph.D.
CURRICULUM/MEDIA SPECIALIST

BETTYJANE STEINER
PROGRAM SPECIALIST

BARBARA Y. LUTZ
INDUSTRIAL EDUCATION SPECIALIST

CHARLES S. WERNERT
DIRECTOR, SPECIAL EDUCATION

EDWARD S. LYBA
DIRECTOR, VOCATIONAL EDUCATION

TO WHOM IT MAY CONCERN:

Please be advised that the Schuylkill Intermediate Unit supports the efforts of the Schuylkill County Library Council in providing instruction to adults who are severely limited in their ability to read and perform basic mathematical computation.

Respectfully,

SCHUYLKILL INTERMEDIATE UNIT #29

Ralph W Morgan

R. W. Morgan, Ed.D.
Assistant Executive Director

RWM/jsw
June 19, 1986

PART V
ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this federally-assisted project. Also the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.

8. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

12. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.

13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.

14. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, P.L. 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.

15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 *et seq.*) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.